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NOTES AND SUGGESTIONS

THE ANGLO-AMERICAN CONFERENCE OF PROFESSORS OF HISTORY

THE extraordinary increase in the amount of graduate instruction in history given in the American universities, in the last thirty or forty years, and the great improvement in its quality and in the means for conducting it, have had one ill effect, in the striking diminution of the number of students who go to Europe in its pursuit. Forty years ago, the student who desired to carry his education in history beyond the meagre acquirements which he had obtained as an undergraduate, seldom had any other thought than to resort to a German university. Twenty years later, graduate instruction in the universities of the United States had developed to such a point that only an ambitious minority went to Europe for additional study—and these more often to Paris than to Germany. At the present time, only a very small percentage of the American graduate students of history have worked in a European university before beginning to teach.

The reasons for this state of things are two. One is that most students cannot afford a period of European residence and study; in too many cases they feel obliged to pursue their education with a minimum of expenditure, and even to seek the doctor's degree with a thesis which can be composed without leaving their immediate locality. The other reason is, the greatly improved opportunities open to the student in America. It is not too much to say that, for the first year of graduate work, the American student of history had better go to one of the best American universities than go to Europe. Such is the general testimony of those qualified to make the comparison with full knowledge. Besides courses appropriately supplementing undergraduate knowledge, the best American universities afford in that year rather more of systematic instruction in historical method, or of what may be called pro-seminar training, than the migrating student is likely to find concentrated, at what is for him the most advantageous stage, in his first year at a university in Europe. Making no comparison of the talents or acquirements of teachers, it can reasonably be maintained that the student will learn the tools and elements of his trade more quickly in familiar surroundings, and should not go to Europe without them, and also that a considerable advantage lies for him in the superior physical

facilities which Yankee inventiveness and resourcefulness have known how to give to American libraries and seminar-rooms.

But if, assuming this preliminary training to have been secured, the effect of our improvement is to be that few of our students of history pursue it outside the borders of their own country, the result will be disastrous indeed. The young man who aspires to be a professor of European history and has never been east of Boston, New York, or Philadelphia, is as defective a creature as the one who wishes to be a professor of American history and has never resided west of those estimable cities. To say nothing of the eminent European teachers, there are elements in European thought and civilization which the young man will never learn rightly to understand except through contact; and without such understanding (since he cannot teach what he does not know) his teaching will lack one of its best traits of usefulness, the power to make young Americans into intelligent citizens of the world.

Probably it will still remain true that the student will gain the greatest educational benefit by going to the schools of Paris, or to some other place where the speech is not his own, and the civilization and the ways of thinking are radically different from those to which he has been accustomed. Yet for many a young man or young woman, either by reason of the subject on which he is embarked and the materials for its pursuit, or by reason of the rich learning and stimulating thought which British professors place at the service of their special pupils, the expedient course will be either to settle down for a period of study in the University of London, where historical study has advanced with such rapidity in recent years, with the vast resources of the British Museum and the Public Record Office near at hand; or to attach himself to Professor Tout's flourishing school of medieval studies at Manchester, or to place himself under the influence of the ripe scholarship of Oxford or Cambridge. At all events, it is an important duty of those already occupied in teaching, and especially in the teaching of graduate students, to foster close relations between the American and the British universities, and to welcome all occasions that bring together those responsible for the teaching of history in the universities of Great Britain and the United States. It is therefore a duty, and certainly it is a great pleasure, to lay before the readers of this journal some account of the first Anglo-American Conference of Professors of History, held under the auspices of the University of London in the second week of July last, July 11-16.

The immediate occasion for the conference was connected with

the opening of the Institute of Historical Research established by the University of London. The building, in Malet Street, is near University College, and seven or eight hundred yards from the entrance to the British Museum. It is a temporary building, of somewhat the aspect of our Y. M. C. A. "huts", but of more substantial construction (urolite), and comprises a dozen rooms, of varying sizes, devoted to working libraries of sources and the conduct of seminars in English, Continental, London, diplomatic, naval, military, colonial, and American history, but with flexible and provisional arrangements. Besides being a workshop for historical research, it is intended that the establishment, for the inception of which the chief credit is understood to belong to Professor A. F. Pollard, Professor A. P. Newton, Miss E. Jeffries Davis, and an anonymous donor, shall be a clearing-house of historical information, open to students of all universities and all nations. Of its special possibilities of usefulness to the younger sort of American students, there can be no doubt in the minds of those who have been familiar with the defective conditions under which such students have hitherto done their work in London.

The formal opening of the Institute took place on July 8, when an admirable address was delivered by that notable historical scholar, the Minister of Education, Mr. Herbert A. L. Fisher, followed by Lord Bryce in a speech which left one doubtful whether to admire most his learning and kindly wisdom, or his physical vigor at an age of which the only evidence is to be found in books of reference. Most of the exercises of the ensuing week's conference were held in the rooms of the new building.

In general, the programme of those exercises was of a highly practical nature. No provision was made for rhetoric. After the formal opening meeting, all the sessions were genuine conferences, in which British and American members joined in the informal discussion of points of method or of questions as to the most profitable directions for research in the near future. In that opening meeting, the Minister of Education made another impressive address, emphasizing the need of sympathetic co-operation between American and British teachers in the work of historical education, and arguing in favor of the exchange of students, not of mediocre but of superior quality, after the undergraduate stage.¹ According to British custom, one of the American delegates responded; interesting remarks were made by Cardinal Gasquet, prefect of the Vati-

¹ A considerable part of Mr. Fisher's address is printed in *Education for* July 15.

can library and archives, concerning those collections and the work which he has set on foot in them; and Professor W. R. Shepherd, of Columbia University, spoke in support of the vote of thanks to Mr. Fisher, proposed by Cardinal Gasquet.

The meetings which followed, on each of the four ensuing mornings, were devoted respectively to the following topics: the Objects of the Institute of Historical Research, Anglo-American Co-operation in Publication of Documents and Results of Research, How to Conduct a Seminar in History, and Methods of Editing Original Sources. The first, after a general exposition by Professor Pollard, resolved itself into sectional meetings for the consideration of unexplored fields, in medieval administration, in English ecclesiastical history, in colonial history, and in that of Eastern Europe. The second, similarly, after some general proceedings, divided into sections discussing what might be done in the fields of legal records, of medieval science and thought, of diplomatic documents, of colonial and Indian records, and of naval records. A permanent committee, composed of members from Great Britain, the United States, and Canada, was formed to give effect to the notions of Anglo-American co-operation which had emerged from the discussions of this latter occasion.

Successful as the conference was in professional respects, nothing produced a more gratifying impression on the American minds than its social aspect. No doubt, too, this counted for much with the Britons, for such gatherings of British men and women occupied with historical studies have not been frequent, and it was remarked that never before had so many of them been brought together, unless at the time of the International Congress of Historical Studies held at London in 1913. In large degree the conference was composed of delegates formally appointed by the various British universities and university colleges, and by Canadian and American universities and colleges, and each of the universities of the United Kingdom had sent representatives whose fame is abundant on the other side of the Atlantic, and whom it was a pleasure to Americans to meet. In all, nearly two hundred members of the conference were present. The thirty or forty Americans and Canadians had probably in no case come across the water especially to attend the conference; they were already in Europe, or had lately come to Europe, for purposes of research or travel, but they formed a good representation, mostly of the middle and younger elements in our profession, and endeavored to contribute their part to the discussions.

Nothing impressed them more, it may safely be said, than the

abounding hospitality with which they were entertained. On occasions open to British and American delegates alike, but from the nature of the case planned especially for the pleasure of the Americans, the custodians of famous collections not only threw them open to the inspection of the visitors, but were at much pains to show and explain unusual possessions. Thus, there was a visit to the Public Record Office by invitation of the Master of the Rolls, another to the manuscripts department of the British Museum by invitation of the director, Sir Frederic Kenyon, and a third to the Guildhall, where members were received by the library committee and shown the records of the corporation of London. On another afternoon the Royal Historical Society invited the members to a very agreeable *conversazione* in its building and in the gardens of Russell Square opposite. Another afternoon was made memorable by a visit to the library of Lambeth Palace, where the librarian, Rev. Claude Jenkins, gave an interesting description of the collections, and the Archbishop of Canterbury and Mrs. Davidson entertained the visitors at tea. Finally, there was a post-conference excursion to Windsor Castle, where the King's Librarian, Hon. John W. Fortescue, with unwearied kindness, conducted members all about the castle and gave full and interesting explanations of rooms and treasures artistic and historical.

There was also abundance of private hospitality, in the form of week-end entertainment, teas, and dinners, among which the dinner and the brilliant reception given by Lady Astor, and specially honored by the presence of the Duke of Connaught, calls for particularly grateful commemoration.

On the final evening of the conference the British government gave to the members a very handsome dinner at the Savoy Hotel, at which the Secretary for Scotland, Mr. Robert Munro, presided, and at which excellent speeches, striking precisely the right note, were made by him, by Professor James T. Shotwell of Columbia University, and by Professor John L. Morison of Queen's University, Canada. The recent action of President Harding in calling the Disarmament Conference, announced in just those days, gave point to all that was said of fraternal relations between the three nations, and of that peace on earth which historical knowledge, properly pursued and diffused, can do so much to promote.

It is ardently to be hoped that before long a second Anglo-American Conference of Professors of History may in some form be brought about on our side of the ocean. Such will certainly be the wish of all those who attended the conference of last July,

though it must be confessed that British hospitality set on that occasion a standard which it will be difficult for us to maintain.

J. F. J.

THE PHILANTHROPISTS AND THE GENESIS OF GEORGIA

THE benevolent activities initiated by the Rev. Thomas Bray, founder of the Society for the Promotion of Christian Knowledge, and of the Society for the Propagation of the Gospel, are familiar to students of eighteenth-century America. In the absence of records of the inception of the Georgia enterprise,¹ however, it has escaped notice that another philanthropic society, created by Bray *circa* 1724, and still in existence—the Associates of the Late Rev. Dr. Bray—became, shortly after his death (February 15, 1730), the parent organization of the Georgia Trust.

It is true that the original Associates, though they included the colonies within the scope of their benefactions, in no sense constituted a colonizing society. Their objects at the outset were two: the founding of parochial libraries in England and in the plantations, and the Christian education of negroes.² Both were philanthropies which had long interested Bray. For parochial libraries he had generously spent his own income as well as gifts; for negro education he controlled a legacy of about £900 from M. Abel Tassin, sieur d'Allone. But in 1723 ill-health had made Bray anxious for the perpetuation of these benevolences. He had therefore joined with himself four trustees, John Lord Viscount Percival, William Belitha, the Rev. Stephen Hales, and his brother Robert Hales, of whom the first three later became charter trustees of Georgia.³

¹ This lack has now been supplied, in part, by the publication of the *Diary of Viscount Percival, afterwards First Earl of Egmont*, vol. I., 1730–1733. (Historical Manuscripts Commission, 1920.) The attention of students had previously been called to this valuable source for the early history of Georgia by Benjamin Rand, in the *Nation*, C. 107.

² On his work with respect to libraries, see Dr. B. C. Steiner's article in this journal, II. 59–75, and on his work in general, the same writer's monograph on Dr. Bray, Maryland Historical Society, *Fund Publication* no. 37.

³ The primary source for the life of Bray is a biography entitled "A Short Historical Account of Dr. Bray's Life and Designs" (Rawlinson MSS., Bodleian), printed by B. C. Steiner as Maryland Historical Society, *Fund Publication* no. 37 (1901), pp. 11–50. The manuscript, partly in the hand of Richard Rawlinson, partly in that of his amanuensis, was apparently press copy for the tract, *Publick Spirit illustrated in the Life and Designs of Thomas Bray*, London, 1746, of which a second edition appeared in 1808. The editor of the second edition, H. J. Todd, was probably correct in his ascription of the authorship to the Rev. Samuel Smith, who in 1730 became an Associate and one of the secretaries